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Part Two of a four-part report, designed to identify, evaluate, and synthesize shared services research and development efforts conducted throughout the nation, presents an annotated bibliography of 32 books and 36 articles which describe various attempts to improve rural education. The 68 publications dating from 1958 to 1968 were selected by a panel of experts on rural education, who evaluated the objectivity, accuracy, and relevance of these publications from more than 200 books and articles identified during Phase I of the Rural Shared Services Project. Related documents are RC 003 403, RC 003 404, and RC 003 406. (DK)

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Annotated Bibliography

Part Two
Final Report for Phase I

RURAL SHARED SERVICES

An interpretative study
conducted by

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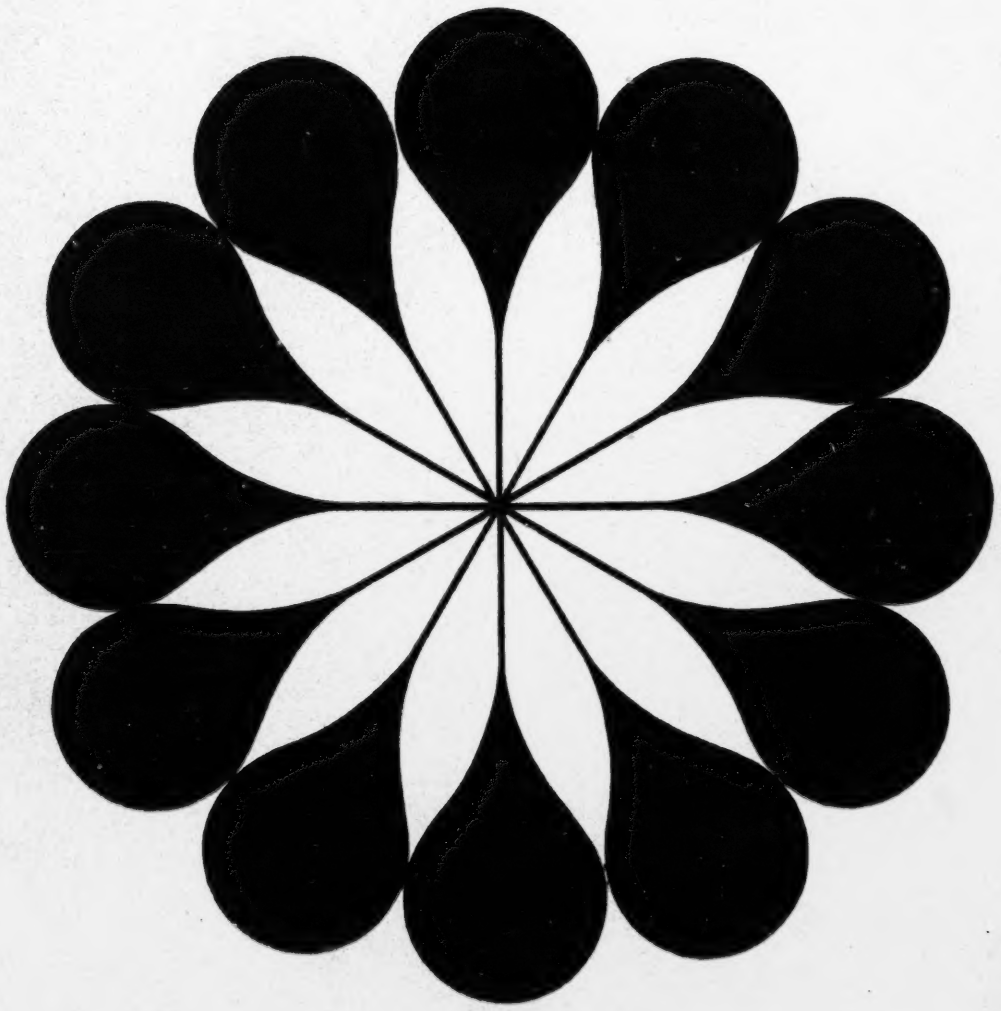
Northwest Regional Educational Laboratory
with
Northern Montana College



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Annotated Bibliography

Part Two
Final Report for Phase I

RURAL SHARED SERVICES

Identification, Synthesis, Evaluation
and Packaging of "Shared Service" Research
and Developmental Efforts in Rural Areas

An interpretative study conducted under
U. S. Office of Education contract
OEC-0-8080583-4532 (010) by

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April 1969

The research reported herein was performed pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education.

FOREWORD

One source of information on the use of shared services is books and articles on various attempts to improve rural education. More than 200 such publications were identified during Phase I of the Rural Shared Services Project.

To evaluate the objectivity, accuracy and relevance of these publications, several leaders in rural education were assembled. Participating in this evaluation were Rowan Stutz, Salt Lake City, Utah; Charles Bitters, San Angelo, Texas; Paul Nachtigal, Denver, Colorado; John Codwell, Atlanta, Georgia; Lawrence Heldman, Oneonta, New York; Charles Haggerty, Salem, Oregon; Benjamin Carmichael, Charleston, West Virginia; Mildred Thorne, Washington, D.C.; Lawrence Fish, Ray Jongeward, Chester Hausken, Walter Hartenberger and Mark Greene, Portland, Oregon; George Bandy, Frank Heesacker, Lee Spuhler and Ronald Allen, Havre, Montana.

As a result of this evaluation, 68 publications were identified as having particular value to those concerned with the improvement of rural education. This bibliography includes summaries of each.

Other parts of the final report for Phase I of the Rural Shared Service project are:

'Project Report'--A definition of rural shared services and the organizational patterns under which shared service activity exists, a description of the activities which focus on the needs of pupils and teachers: an outline of activities which facilitate the educational program, and an assessment of the effects of sharing services

'Location of Shared Services'--Information on 215 shared service projects in 48 states

'Dissemination Strategies and Devices'--An examination of potential methods of dissemination for Phase II of the project

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ANNOTATED BIBLIOGRAPHY

OF

RURAL SHARED SERVICES

BOOKS

1

Buckland, Roscoe V. Rural School Improvement Project Report 1953-1957. Lexington, Kentucky: Transylvania Printing Company, 1958.

This is a report of the rural school improvement project begun in 1953, conducted by Berea College of Berea, Kentucky, founded by the Fund for the Advancement of Education.

The primary purpose of the project was to reduce inequalities of educational opportunities which exist in some rural communities. The target communities were those in 13 counties of Eastern Kentucky who accepted invitations to be in the Rural Improvement Project.

Other purposes were: (1) to select qualified young teachers and through a program of inservice training prepare them for careers in rural education, (2) to study the development of and promote adequate programs of supervision in the participating school, (3) to provide field experience for the Berea staff and to channel these experiences into campus curriculum modifications, and (4) to stimulate demand in the participating communities for better teachers and schools.

Most of the work of the project was directed toward improvements in the following five areas: (1) the teacher, (2) the pupil, (3) the community, (4) buildings, equipment and grounds, and (5) supervision. The RSIP directly involved 5,000 children, 63 teachers, 38 schools, and 13 county school districts.

Consequences for the program for which there was some documentary evidence were: (1) summer experience for teaching fellows, (2) inservice training for teaching fellows, (3) travel experience for teaching fellows, (4) consistent pupil gains in reading, and other academic skills, (5) improvements in health, nutrition, civic competence, enjoyment of school, (6) improved school curricula, teaching materials, methods, (7) greater parent interest in schools and community, (8) benefits for other schools

in counties which did not participate in RSIP, (9) inclusion of Negro teachers in project may have lessened racial tension, (10) development and use of instructional materials from local resources was improved, (11) supervisory leadership improved, (12) a new program of experimentation in preparation of educational supervisors, sponsored jointly by Berea College and the University of Kentucky, emerged from project experiences, and (13) emerging recognition of need to deal with teacher attitudes toward teaching in rural schools.

The project attracted national and worldwide attention. It was somewhat unique and probably had beneficial and lasting results. There definitely is lack of vigor in measurement and attainment of project goals. Subjective evaluation played a prominent role in the project.

2

Catskill Area Project in Small School Design. School Aides at Work. Oneonta, New York: Catskill Area Project in Small School Design, 1959.

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The Catskill Area Project defines a School Aide as a "versatile, resourceful adult who relieves, on a paid basis, two or more teachers of necessary, time-consuming tasks not directly related to instruction. She may work on a flexible time schedule carrying out activities of varying importance designed by professional personnel." The work of a school aide is described as falling into four main classifications: (1) clerical, such as general secretarial work, recording of grades, checking roll, ordering and distributing films; (2) monitorial, such as cafeteria, playground, study hall, corridor supervisor, substituting for teachers, proctoring examinations, reading to younger children, assisting librarians; (3) health programs, such as phone calls to parents regarding health matters, providing professional health workers with clerical and monitorial help; (4) and extracurricular programs, such as assistance with play productions, chaperoning school dances, school games, and school trips.

Several guidelines for launching a school aide program are outlined including the admonition not to "go all out" but to "start small". Other suggestions are to employ school aides only for specific needs; that school aides be adults who are well-regarded in the community; that they have a sense of loyalty to the school and a proper regard for professional ethics; and that they assume only noninstructional duties.

The only problem of any consequence that cooperating schools in the Catskill Area Project have encountered is the explanation and assignment of duties to school aides. This problem is largely resolved when the entire staff participates in choosing the duties which school aides will perform. In questioning teachers and administrators about the value of school aides, the answers were mainly favorable.

3

Catskill Area Project in Small School Design. Catskill Area Project in Small School Design. Oneonta, New York: Catskill Area Project, 1960. (out of print)

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This pamphlet vividly describes and outlines a program which has been conceived and developed through the cooperative efforts of administrators and teachers in twenty-two central schools in New York's upper Catskill Mountain region. Everyone concerned with the small school should be interested in this project report as many of the ideas would be very usable in rural states. Items such as multiple classes, supervised correspondence study, flexible scheduling, school aides, shared services, and many other interesting areas of development are discussed. Here is a pamphlet which will aid improvement in small schools.

4

Catskill Area Project in Small School Design. Sharing Educational Services. Oneonta, New York: Catskill Area Project in Small School Design, 1960.

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This pamphlet reports on a number of areas relating to shared services including the following: (1) explanation of shared services, (2) a description of shared services in operation in the Catskill area, (3) a comparison of small and big schools in order to delineate distinguishing characteristics of small schools, (4) helps and hints useful in inaugurating shared services, (5) and a review of the ways in which shared services can be helpful in improving educational opportunities in small schools.

5

Catskill Area School Study Council. Small School Design in Practice. Oneonta, New York: Catskill Area School Study Council.

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The pamphlet reviews the school practices employed in the Catskill Area Project members have judged to be effective in improving learning in small schools. Among the practices examined by the project are, (1) sharing services, (2) flexible scheduling, (3) multiple classes, (4) supervised correspondence courses, and (5) the use of school aide, defined as "the lay person who assists a number of staff members in various ways, the teacher aide being an assistant to a single person." The Project's main concentrations were with multiple classes, school aides and correspondence courses--all in combination with extensive use of technological teaching equipment.

In addition the pamphlet reviews (1) the enrichment experiences for teachers and student which the Catskill Area Project sponsored at Oneonta State College and in project schools, (2) inservice teacher

training with a new twist, i.e., "doing as well as listening," and (3) how to organize small schools for coordinated improvement.

6

The Education Improvement Project. The Rural Education Improvement Project. Wheeler County, Georgia Education Improvement Project, 1968.

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A publication describing the education improvement project of the Southern Association of Colleges and Schools. Described as an "umbrella of three educational improvement projects," the publication also notes "plans are being made to establish additional rural centers in Alabama, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Texas, and Virginia."

The existing program includes three centers now operating in Georgia, Florida, and Tennessee with express purpose of improving "the educational performance of disadvantaged pupils in rural areas from preschool through high school."

Purposes: To identify---the relative effectiveness of a number of interventions designed to interrupt the vicious cycle of accumulated deficits in certain learning skills---which disadvantaged children in rural areas tend to manifest.

The intervention components are (1) teacher education, (2) communications skills development, (3) family involvement, (4) cultural enrichment, (5) school-home-community agent service, and (6) nonprofessional aide service.

Publication describes students, regions, and personnel involved in three existing centers.

7

Ford, Edmund A. Rural Renaissance--Revitalizing Small High Schools. Washington, D. C.: Office of Education, U. S. Department of HEW. U. S. Government Printing Office, OE-36003, Bulletin 1961, No. 11.

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This publication provides a concise summary of promising experimentations designed to improve the instructional programs of small high schools. Programs and experiences are categorized and discussed under six headings: (1) Technological Communications, (2) Flexible Scheduling, (3) Multiple Classes and Small Group Techniques, (4) Teacher Assistants, (5) Shared Services, and (6) Correspondence Courses.

The study makes extensive reference to the Catskill Area Project in Small School Design (CAP) and the Rocky Mountain Area Project for Small High Schools (RMAP). These two projects are described as constituting "the

broadest and most intensive series of organized experiment designed to improve small high schools that we have ever known."

A particular valuable feature of this source book is that it contains the addresses of individuals, projects, and other pertinent sources from which more detailed information may be secured. The report notes that in the past, the findings of educational experimentation and research have all too often never reached the administrators of small high schools.

8

Gregg, Russell J., and George E. Watson. The County Superintendency in Wisconsin: A Study of the Intermediate Unit of Educational Administration With Particular Reference to Wisconsin. Sponsored by the School of Education, University of Wisconsin: Wisconsin State Department of Public Instruction and Wisconsin Educational Agencies under the auspices of the Midwest Administrative Center, University of Chicago, 1957.

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Chapter VII. A discussion of the need for a proposed organization and function of the intermediate unit of educational administration for the State of Wisconsin. This proposal led eventually to the formation of the 19 Cooperative Educational Service Agencies in the State of Wisconsin which were put into operation in 1965.

9

Haggerty, Charles (ed.). The Oregon Small Schools Program. Salem, Oregon: Oregon Small Schools Improvement Program, State Department of Public Instruction, 1968.

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The Oregon Small Schools Program is a PACE Project which was created to keep schools abreast of new national emphasis and concerns, and to explore the particular strengths of smallness in order to turn them to advantage. This report deals with small high schools in Oregon--high schools which are both urban and rural and both public and nonpublic.

Smaller schools in rural settings are faced with problems such as: salary disparity, high per-pupil cost, inexperience of staff, multiple assignments for teachers, high teacher turnover, cultural limitations, and limited course offerings. However, small schools can, because of their smallness be an ideal place for learning and mutual discovery. Smallness encourages personal involvement, the kinds of one-to-one relationships that are the life of education.

This report dramatizes small school advantages by pictorially presenting scenes in which the following procedures are used: (1) individualizing instruction through use of "the learning package," and a media center, (2) flexibility through use of modular scheduling, multiple classes,

and team teaching. The heart of the Oregon Small Schools Program is seen as communications. Oregon's program is cohesive because it is marked by a "high level of needed reinforcements through the fellowship of association and sharing."

10

Hansford, Byron W. Developing Cooperative Programs. Denver, Colorado: Colorado State Department of Education, 1966.

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An illustrated booklet showing how local boards in Colorado may favor cooperative regional programs in accordance with Colorado legislation.

Enumerated are the many areas in which "services are known to be offered and supported on a cooperative basis by school districts."

11

Hansford, Byron W. Operating Cooperative Programs. Denver, Colorado: Colorado State Department of Education, 1967.

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". . . a sequel to the booklet, Developing Cooperative Programs which attempted to give local boards and administrations a concise overview of the concept of Boards of Cooperative Services."

In this booklet an effort is made to state clearly the basic philosophy which in Colorado, is making it possible for local boards to form cooperative boards to serve their purposes in providing for expanded and more equitable opportunities for children.

12

Hightower, Grace. School Library Programs in Rural Areas. Washington, D. C.: National Education Association of the United States. Department of Rural Education, 1966.

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This booklet was designed to assist rural educators in developing school library services and programs as a means of enriching learning opportunities for those who live in small communities and rural areas. The school library program is influenced by America's basic concept of education. It endeavors to provide a service which will enable individual students to meet their individual needs and to achieve the educational level commensurate with their potential.

The responsibility for successful school library programs belongs to School Boards, Superintendents, Curriculum Supervisors, Principals, Teachers,

State Departments of Education, and Librarians. These people must arrange cooperative programs where school units are too small to provide the library services needed in a comprehensive library program.

Cooperative arrangements consist of contractual agreements between: (1) small school districts and larger school districts, (2) small school districts and institutions of higher learning, (3) small school districts and county or regional library agencies, (4) several school districts regardless of their relative size. The booklet cites examples which describe the foregoing cooperative arrangements.

13

Hodgdon, Evelyn, et. al. Multiple Classes. Oneonta, New York: Catskill Area Project in Small School Design, 1961.

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A "Multiple Class" is defined as one "in which the teacher guides the learning endeavors of two or more groups of pupils in two or more courses in one room and in the same period of the daily schedule." On the basis of experience with this type of class in the Catskill area several reasons are proposed for encouraging small schools to experiment with multiple classes. Some of the reasons are as follows: (1) to challenge teachers to be more aware of the learning needs of small groups and individuals, (2) to force the teacher into a new role where she is less a director and more a guide and resource person, (3) to provide individuals with experience in a group where there is cross-fertilization of ideas, (4) to encourage teachers to analyze their teaching, to rethink learning theory, and to try harder to improve the quality of their teaching. The latter is cited as a reason for the failure of small schools to capitalize on small groups, i.e., their reluctance to abandon the lecture and question-and-answer techniques which are related more to large group instruction.

In summary, multiple classes have the following advantages: (1) they eliminate inefficiency, (2) cut down program restrictions, (3) and change the classroom roles of students and teachers.

14

Jesser, David and Rowan C. Stutz. Scheduling for Flexibility in Small Schools. Salt Lake City, Utah: Western States Small Schools Project, April 1966.

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The Western States Small Schools Project has concerned itself with developing programs that would more adequately meet individual student needs in small schools where there is a "combination of very small (limited) enrollments and the full range of variability." Existing school schedules were seen as a "roadblock to arrangements designed to meet individual student's needs;" and new organizational patterns were sought. Among WSSSP schools the. . .most commonly tried approach to modifying the traditional

"lockstep" schedule was modular scheduling. This booklet describes how small schools can initiate modular scheduling in their school.

15

Krahmer, Edward. Evaluation Report: Upper Red River Valley Project. Grand Forks, N. D.: The Bureau of Educational Research and Services, The University of North Dakota, 1968.

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As the title implies, this is an evaluation of the Upper Red River Valley Title III (ESEA) Project. Unlike many evaluative efforts, this particular report is thorough in design, and could provide an excellent model for other such efforts.

16

Morphet, Edgar L. and David L. Jesser, (eds.) Emerging Designs for Education. Denver, Colorado: Designing Education for the Future, 1968.

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Keith Goldhammer, chapter 2, pp. 103-108, discusses the intermediate unit concept as one of several models for school district organization. He points out the advantages of the intermediate unit in providing services to the small district which could not otherwise afford them. He discusses also the disadvantages of the intermediate unit method of organization.

17

Morphet, Edgar L. and Charles O. Ryan, (eds.) Planning and Effecting Needed Changes in Education. Denver, Colorado: Publishers Press, Inc., 1967.

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Important implication to be drawn from Theodore E. Albers, pp. 200-201, with respect to value of cooperation and shared services for faculty inservice education. Shared services would involve cooperative efforts of local school systems, teacher training institutions and State Departments of Public Instruction toward desired goals in inservice education.

A collection of articles drawn from the Third Area Conference on Designing For The Future.

18

Morphet, Edgar L. and Charles O. Ryan, (eds.) Prospective Change Society by 1980. Denver, Colorado: Bradford-Robinson Printing Co., 1966.

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Phillip M. Hansen and Martin Faitel, Chapter 3: "Rural population declining, will continue to decline. Implications for shared services among rural schools. Fewer rural schools, perhaps some of them will be small--need for shared services will increase."

William J. Knox, Chapter 15: "There appears then, the possibility that a reasonable number of direct access computers will suffice to store and process in 'real time' all the significant information in the world's libraries."

A collection of articles resulting from the first area conference on Designing Education For The Future.

19

National Education Association, Department of Rural Education. Administration in a Small Community School--Yearbook. Washington, D. C.: The Association, 1957.

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This yearbook of the Department of Rural Education notes that (1) "There are at present and there will always be a need for a large number of small schools, (2) the educational program of every small school can be greatly improved, (3) the extent to which needed improvements are actually realized will depend in large measure upon the vision and leadership exercised by those whose job is the administration of these small community schools."

20

National Education Association, Department of Rural Education. Regional Educational Service Agency Prototypes, Optional Statutory Arrangements, and Suggestions for Implementation. Washington, D. C.: The Association, January, 1967.

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This is a report prepared for the Program Development Section of the Bureau of Elementary and Secondary Education of the U. S. Office of Education.

A comprehensive illustration of the variety of Regional Educational Service Agencies (Intermediate Units) and the variety of circumstances under which they have been established.

21

Nimnicht, Glendon P. and Arthur R. Partridge. Designs for Small High Schools. Greeley, Colorado: Colorado State College, The Educational Planning Service.

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This booklet reports a study of small high schools which was undertaken in order to help communities plan better schools. The researchers desired answers for three questions: (1) How can a small school take advantage of its size to improve the educational program? (2) How can this school minimize the limitations inherent in smallness? (3) What kinds of facilities will enable a small high school to offer a good program, efficiently?"

In order to answer these questions, the study group visited thirty-seven schools in twenty-two states--the largest having an enrollment of 328, the smallest having 27. Criteria are established for the improvement of physical facilities and instructional program. Diagrams and floor plans indicate well-planned physical plants and many photographs help to explain the thesis of the booklet. Here is a booklet of interest to school boards and administrators who are concerned with small schools in respect to the improvement of both their instructional and physical facilities.

22

Noble, M. C. S., Jr. and Howard A. Dawson. Handbook on Rural Education. Washington, D. C.: Department of Rural Education, National Education Association, 1961.

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Two major purposes characterize this handbook: (1) it provides the principal data available at the time of publication which reflect the status and trends of rural and rural related public schools and (2) it provides data on the chief social and economic factors that seem most directly to affect the organization and programs of public schools serving rural people.

23

The Oregon Program: Final Report 1962-1967. Salem, Oregon: Oregon State Department of Public Instruction, 1967.

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An explanation of performance under Ford Foundation Grant to improve State Departments of Public Instruction.

Included is discussion of "A Share For The Small Schools." Describes briefly how Oregon Small Schools Improvement Project (OSSIP) originated and developed.

24

Ovard, Glen and Hugh Baird. A Comprehensive Regional Approach to Small School Development. Western States Small Schools Project. Salt Lake City, Utah: Utah State Department of Public Instruction.

The Western States Small School Project was founded in 1962 on an agreement of five state education agencies to cooperate in finding solutions to common problems of small, rural schools. An objective of the project, which is held in common with all five states, is to assist the small schools in providing individualized programs of career selection education which is broad enough in scope so that students will be helped to: (1) make intelligent career selections, (2) develop skills useful in post high school education, and (3) develop specific job entry skills. Other common functions of the five states are to share results of their individual operations, and to jointly publish their findings.

In addition to uniform objectives, each state promotes separate projects while pursuing its particular interests as follows:

Arizona-individualized instructional program for a continuous progress school; Colorado-preschool program for rural areas, and individualized instruction for continuous progress arrangement; Nevada-use of amplified telephone and homework helpers; New Mexico-teaching Spanish to native Spanish speakers, using linguistic readers, and improved preparation for culturally deprived rural children; Utah-construct guidelines for a prepared environment to stimulate independent study in individualized programs, use of ETV, develop approaches for meeting problems of early cultural deprivation in small rural schools, and promote continuous study of the small school and its setting.

25

Pace Report: Rural Education. Lexington, Kentucky: School of Education, University of Kentucky, July-August, 1968.

One of a series of reports on PACE (Projects to Advance Creativity in Education) projects throughout the nation. This particular issue describes seven projects which have rural education as their major forms.

26

The Rocky Mountain Area Project for Small High Schools. The Small High School--Colorado Accepts the Challenge--Report to Citizens. Denver, Colorado: Colorado State Department of Education, 1961.

Here is a report which should be of interest to all who are concerned with the small high school and desire its improvement. The Rocky Mountain Area Project (RMAP) is interested in the effective operation and the meeting

of educational needs by using methods unique to the "necessarily existent" small schools. Some of the specially designed ways of improving instruction within these schools are (1) multiple classes, (2) small group techniques, (3) use of technical resources. (4) university-developed correspondence courses, and (5) the use of community resources. The RMAP teachers deviate from the most traditional classroom procedures and capitalize upon the "strength of smallness" in the small high schools. Guidelines are suggested which could be followed in many small high schools for the improvement of instruction.

27

Trump, J. Lloyd and Dorsey Baynham. Focus on Change--Guide to Better Schools. Chicago, Illinois: Rand McNally and Company, 1961, 147 pp.

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This book reports on four years of experimentation in nearly 100 junior and senior high schools across the nation by the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School. It proposes many guides to better secondary education which grew out of the search for solutions to a nationwide problem--"how to improve education despite an acute shortage of teachers."

The needs of the student, teachers, curriculum, and school are discussed and their complexity acknowledged. The authors feel a "focus on change" is needed and point out suggestions for some of the changes which can be implemented.

The book deals with the schools of the future, the experimental projects undertaken, and the organization for the changes needed. It deals with experiments and innovations which are of an informative nature and which should interest all concerned with secondary education and its current problems and changes.

28

Tucker, Thomas T. Amplified Telephoning Lecture Series. Carson City, Nevada: State of Nevada, Department of Education, Western States Small Schools Project.

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A description of how teachers in a network of remote small schools in Nevada received an inservice education course from a college campus via amplified telephone and taped recordings. The description included an outline of the course taught, course requirements, methods of presentation and conclusions and recommendations.

29

Western States Small Schools Project. Art By Telephone. Carson City, Nevada: State of Nevada, Department of Education, 1965.

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A description of how eleven small high schools located in four western states received instruction in art simultaneously from a central source with the aid of the amplified telephone, conference bridge, and coordinated projectuals.

30

Western States Small Schools Project. Foreign Language in the Small School. Carson City, Nevada: State of Nevada, Department of Education, 1966.

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Shared services projects for providing foreign language instruction in small schools lacking a language specialist:

"One such research project is currently under way at Ohio State University under the direction of Mr. Philip D. Smith, former language consultant for the State Department of Education for Nevada. He is teaching Spanish to a number of classes located in different schools simultaneously by the amplified telephone."

"The University of Illinois Foreign Language Instruction Project made use of closed circuit TV and tapes manipulated by nonspecialist to determine if they could provide a satisfactory foreign program as compared with classes taught by a specialist teacher. Their results indicated that after one year of study there was no significant difference."

A similar study was conducted in Nevada, comparing nonspecialist teaching Spanish with a specialist in several small rural schools. The project was coordinated by a WSSSP Director and seven schools cooperated in the study. Fifth and sixth grades were utilized. Movies, filmstrips, tape recordings, materials and consultants were shared cooperatively for one year. "It can be concluded from the results shown that for the total experimental group there was no significant difference between their achievement and achievement of the control group."

31

Western States Small Schools Project. Individualized Learning Through Computerized Modular Scheduling-2nd Report. Carson City, Nevada: State of Nevada, Department of Education, 1964.

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A comprehensive description of the computerized modular scheduling service provided by Stanford University described by one of the four

schools, Virgin Valley High School, Mesquite, Nevada, involved in the original pilot project.

32

Western States Small Schools Project. New Dimensions for the Small Schools of Nevada. Carson City, Nevada: Department of Education, December 1966.

A brief description of three types of workshops, summer, regional, and local (districtwide), which could be termed shared services projects, coordinated by the Western States Small Schools organization. The description includes a list of the resource people used and the topics discussed.

Another section of this publication deals with the use of supervised correspondence courses as a means of enlarging the number of curricular offerings and lists the institutions where the correspondence courses were obtained.

ARTICLES AND PERIODICALS

33

Baynham, Dorsey, "Selected Staff Utilization Projects in California, Georgia, Colorado, Illinois, Michigan, and New York," The NASSP Bulletin (January, 1962).

This is one chapter of thirty-four included in this ready reference for describing some developments or "innovations" in schools. Part I presents the results of a six-state study on staff utilization, Part II describes specific projects, and Part III includes a number of articles of an evaluative nature.

Mr. Baynham's chapter deals with the six-state study and of special interest is his treatment of the State of Colorado, and the work done there pertaining to the innovations applicable to the "necessarily existent" small school.

Subjects or developments dealt with include: electronic tape teaching (language laboratories), other technological equipment of an audiovisual nature, reading machines, teaching machines, use of school libraries, data processing of scheduling, team teaching, flexible scheduling, block-of-time, and use of teacher-assistants.

34

Bitters, Charles T., "Quality and Variety in Texas Small Schools," The NASSP Bulletin, 50:63-70 (February, 1966).

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The Texas Small Schools Project is a voluntary program in which there are 112 schools geographically grouped into 13 regions for working together and helping each other. Cooperation in regard to regional meetings, summer workshops and project activites is stressed.

One specific example of a cooperative project is the "Youth Seminars Project" designed as a means to recognize gifted students and to provide them experience equal to their abilities. The program was made possible through the combined efforts of project schools, cooperative colleges in the areas close to project schools, and staff members of the Texas Education Agency.

35

Bohrson, Ralph, "How Can Better Staff Utilization Help to Improve Small High Schools?" The NASSP Bulletin, 47:106-118 (April, 1960).

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Two major areas have been explored by the personnel of the Rocky Mountain Area Project for Small High Schools. These areas are (1) Intra-Class and Individualized Instruction. Teachers are exploring teaching techniques which apply chiefly to small school groups and individual students and (2) Improvement of Scheduling Procedures. The extended (or 70 minute) period, without scheduled study halls, has been found to help provide added flexibility for the small schools.

Supporting the two major premises cited above are the usage of multiple-class teaching, team teaching through the use of the science film series, the enriched correspondence course, and the cooperative youth seminar in ideas.

36

Bohrson, Ralph G., "It's Too Peaceful in the Country." The NASSP Bulletin. 49:60-64 (May, 1965).

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This article describes the lack of change in the curriculum of the small high school. Small high schools of today tend to over emphasize the college preparation program while neglecting the vocational area of the curriculum.

Studies have shown that college-bound students account for 33-55 percent of the total student populations of the small high schools. When vocational programs are offered, they tend to emphasize the area of vocational

agriculture which, at best, offers only minimal opportunities in present-day America.

This picture, the college oriented program, and the lack of or wrong area of vocational instruction, points up the fact that the small high school suffers from educational malnutrition.

What can be done to alleviate this situation? Obviously, the answer lies in providing a balanced general college preparation and vocational program for the small high school.

37

Bohrson, Ralph G., "The Small High School--Its Strength and Limitations," The NASSP Bulletin 47:106-118 (April, 1963).

Nine invalid assumptions about the small school are listed by the author who believes that the invalid assumptions are often each considered as the singular explanation or answer upon which remedial action can be based. After listing these invalid assumptions, a two-part major thesis is stated: (1) the old solutions, based upon defensiveness, high emotionalism, and strong allegiance to the uses of yesterday, are not adequate to the needs of the modern small school, and (2) the chief administrator of the small school is the only one who can really do anything about true improvement.

An untested hypothesis is stated: The small school can be a good school if we apply the newest research-supported programs in organization, operation, curriculum revision, and methods, and if our purposes are sound.

This article concludes by mentioning experimental projects of recent years including: Catskill Area Project, the Rocky Mountain Area Project, the Upper Susquehanna Valley Program, the Goddard College Program and the Western States Small Schools Project. Shared services are specifically mentioned as being used in several of the above-mentioned projects.

38

Bohrson, Ralph C. and Rowan C. Stutz, "Small School Improvement," The NASSP Bulletin 50:53-62 (February, 1966).

The Western States Small Schools Project "regained not only a commitment of boards and staffs from isolated small schools, but it included an expression by state education agencies of a responsibility to provide creative leadership and to stimulate invention and educational change."

The Western States Small Schools Project is providing support for development of programs which help solve problems of isolated small schools in Arizona, Colorado, Nevada, New Mexico and Utah. "Examples of such

programs, separately and in combination, exist, so that observers may view the demonstrations onsite prior to adoption or reasoned rejections."

39

Codwell, John E., "The Education Improvement Project of the Southern Association of Colleges and Schools--a Focus on Improving the Educational Performance of Disadvantaged Pupils," The Journal of Negro Education 36:3 (Summer, 1967).

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The disadvantaged pupil is identified as having a deficit in attitude toward achievement and deficit in aptitude toward achievement. In improving the education for the disadvantaged pupil, a "worthwhile" program should focus on five targets. These are: (1) the pupil, (2) the teacher, (3) the curriculum, (4) the family, (5) the community. The Southern Association of Colleges and Schools (SACS) while maintaining its function of accreditation at the elementary, secondary, collegiate, and university levels, felt that the establishment of an education improvement program, (EIP) designed primarily for the disadvantaged was the "order of the day." The EIP presently includes five parts, all of which have the same objective: The improvement of education. These five parts include, (1) the Urban Center Program, (2) the Rural Center Program, ("A rural school system working cooperatively with the State Department of Education, and two or more colleges or universities comprise a rural center.") (3) the Reading Institute Program, (4) the Paperback Book Project, and (5) the Tool Technology Project.

40

Cushman, M. L., "The Role of School District Reorganization in Improving Rural Education," Washington, D. C.: National Committee for Children and Youth (September, 1963).

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Research on school district reorganization verifies that local school districts operate as a function of the state. As reorganization rates have been too slow, the evidence suggests the need for state legislative mandates for community-type school districts. For improved utilization of contemporary knowledge of education in providing richer and broader educational programs, better administrative leadership, better teachers, better facilities, and larger school districts are required.

41

Ford, Edmund A., "Isolated Small High Schools," School Life 44:8-10 (October, 1961).

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The text of this article should give hope to administrators and school districts. It indicates the trends of school organization and the attitude of the United States Office of Education toward the small high school. It mentions the cooperative effort of five Western states working together to improve instruction in their small schools. Recent developments in research and experimentation in the small high school are cited and the article deals with the problems of the vast Western school districts and their many small high schools. Besides the Western States Project, the previous studies of the Catskill and Rocky Mountain Area Project are mentioned. If a school district cannot change its organization because of isolation, this article will aid it in planning for improvement of the instructional program.

42

Great Plains School District Organization Project. "The Area Educational Service Agency," Conference Report 2:3 (May 25, 1968).

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A periodical in brochure form containing information relative to Area Service Agencies.

Included is a discussion by E. R. Stephens on "The Emerging Service Agency"; "The BOCES Organization in New York," by Richard D. Sparks; and "The Multi-County Regional Districts as Viewed by a County Superintendent," by Ira Larson.

43

Isenberg, Robert M. "Education in Rural America--Are We Doing The Job?" A paper presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D. C.: U. S. Department of Health, Education and Welfare.

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Although rural education has many advantages, American rural school systems are not capitalizing upon the opportunities afforded them. While many rural schools have not kept up with changes that have occurred in the past two decades, most do have libraries and laboratories. However, the majority are not served by specialized classes in vocational and technical education, programs for blind or deaf students, learning centers, or teachers who are inquisitive enough to explore new and different instructional approaches to provide more meaningful educational experiences. Many times rural areas do not benefit from high-quality teachers because

these teachers are lured away by more desirable wages and living conditions in urban areas. All of these reasons, plus the fact that most rural schools do not have a kindergarten program, lead to rural students dropping out of school at an early age. Consequently, rural youth are not being prepared to meet the demands of their future environments.

44

Iwamoto, David, "Small High Schools, 1960-61," Research Monograph 1963-R1 Washington, D. C.: Research Division, National Education Association (June, 1963).

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A nationwide study of the states of small public high schools (enrollment: 1-299) as of 1961 describes (1) general characteristics of small high schools; (2) personal and professional characteristics of principals, classroom teachers, and students; (3) instructional materials and equipment; (4) subject offerings; (5) school buildings and facilities; (6) help available from the central school office and (7) community service and resources. The findings are compared by school size (smallest: less than 100 students, medium: 100-199 students, largest: 200-299).

The study did not seek to investigate shared services but incidently does report on itinerant teachers and transporting of students to other learning centers.

45

Kunkel, Richard, "The UMSSP - An Innovative Venture" The College of Education Record. Grand Forks, N. D.: North Dakota University (December, 1966).

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A grant from the Ford Foundation was used in establishing the Upper Midwest Small Schools Project (UMSSP). This project included fifteen member schools in North Dakota and Montana. The original objectives were (1) to identify potential leaders in rural education; (2) to provide assistance and added materials to develop this leadership role of teachers, and to assist in developing leadership in this geographic location and (3) to establish a pattern by which other schools in rural areas may be organized to facilitate the incorporation of educational innovations. During the pre-UMSSP planning the consensus was that teacher participation on a large scale would be vital to the success of the operation. In the initial stages of organization, a questionaire was developed to identify the specific problems existing among UMSSP teachers, and to determine innovative methods already in use. A summary of the 230 teacher responses revealed many innovative practices being used such as team-teaching, nongrading, unique audiovisual equipment usage, and modern math and grammar. The teacher needs, as expressed through the questionaire, included--consultants' expertise in some areas, better inservice training for teachers, and exchange visits by teachers.

46

Parody, Ovid F., "Big Ideas for Small Schools," American Education (July-August, 1965).

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A summary discussion of activities designed for rural schools under the Western States Small Schools Project. Little detail, but a good overview.

47

Sturges, A. W., "The Upper Midwest Small School Project," The NASSP Bulletin 50:71-76 (February, 1966).

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"The Upper Midwest Small Schools Project is an organization of twelve North Dakota and one Montana school, cooperating together to "improve" those discernable deficiencies that are related to curriculum offerings and the use of teachers' time and competencies."

"Each teacher in the UMSSP has a bibliography of material available to him; teachers may receive copies of any textbooks or any printed material or picture on loan merely by requesting it."

"...member schools are using multiple classes, amplified telephone, flexible scheduling, considerable inservice education, increased use of audiovisual aids, programmed material, and new instructional material."

48

Sturges, A. W. and Edward Krahmer, "What is New in Rural Education--NFIRE," The College of Education Record. Grand Forks, N. D.: North Dakota University (May, 1967).

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Rural education is defined as that which prevails in sparsely populated areas and small rural communities (less than 2500 population). Factors usually found with such school offerings, include sparsity of population, small school enrollments, isolation from cultural events, and remoteness from educational opportunities. Such factors as these help to cause a broad gap between the average rural school and the average urban school in the educational programs. Various small schools projects have been initiated to close this gap. Recognizing this surge in rural education efforts, twenty-five interested educators met in Salt Lake City, Utah, on April 28, 1967 to plan the National Federation For The Improvement of Rural Education (NFIRE). The objectives of this organization are to provide an ongoing effort to reach the goal of comparable education for rural youth, and to coordinate efforts in rural education improvement.

49

Whitcomb, Mildred, "Catskill Area Says Yes! Small High Schools Are Worth Retaining," Nation's Schools 63:63-66 (April, 1959).

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The Catskill Area Project (CAP) has extended six technics for effecting two common objectives: (1) developing the individual, and (2) improving community life. The six technics in use in the Catskill area are shared service, supervised correspondence study, school aides, multiple classes, flexible scheduling and technological communication.

In this report the author "looks in" on schools using the latter three technics and maintains that a "few paths out of the slough of smallness" have been found. As long as methods can be designed and organization adapted to make small schools economically feasible, they are justified in continuing.

SUGGESTED ADDITIONAL READINGS

BOOKS

50

Cooper, Shirley, Howard A. Dawson and Robert Isenberg, "Rural Education," as cited in Harris, Chester W. (ed.) Encyclopedia of Educational Research. New York: The Macmillan Company, 1960.

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This excellent summary of research, as well as position statements by leading writers, reviews findings relevant to rural education in the United States.

The distinction is clearly made as to "what constitutes rural education, and its unique characteristics." Comparisons are made in such areas as Administrative Arrangements; Income Status; Teacher Preparation; Availability of Education; Curriculum and Instruction, and Size of School with Quality and Efficiency.

An extensive bibliography (112 entries) is provided which relates directly to rural education. Regrettably, the material included is necessarily "dated." The bulk of the material for this review was based on writings of the late 1930's to the early 1950's.

51

Henry, Nelson B. (ed.) Individualizing Instruction. Chicago: The National Society for the Study of Education, 1962.

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Considered by some reviewers as one of the more important contributions to educational literature in 1962, this work is concerned with broad issues dealing with individual differences and various proposals and approaches for providing for them in the schools.

Of the four sections of the volume, Section III, which is considered the major section, describes various practices intended to provide for individual differences.

Perhaps a quotation from one chapter in this section is especially pertinent:

> The teacher is the key to curricular and instructional provisions. Materials centers, time blocks, small classes, scheduling, grouping, curriculum guides, and audiovisual aids are only devised to facilitate teaching. None of them alone will produce desirable changes in students. Only as the teacher utilizes his class and carries out an instructional program adjusted to needs of students can we hope to make progress in developing the potential of the student in the public schools.

Other sections of the book deal with conditions tending to encourage or suppress individual differences, illustrations of individual differences and implications of attempts to individualize instruction.

52

Lumsdaine, A. A. and Robert Glasser (eds.) Teaching Machines and Programmed Learning: A Source Book. Washington, D. C.: Department of Audio-Visual Instruction, National Education Association, 1960.

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This book is a collection of key papers on teaching machines and self-instructional materials.

53

Morphet, Edgar L. and Charles O. Ryan (eds.) Implications for Education of Prospective Changes in Society. Denver, Colorado: Bradford-Robinson Printing Office, 1967.

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A collection of articles on implications for education of societal changes anticipated by 1980. No rigorous studies and little "hard" data

available from these articles. Some pertinent observations are found as they may relate to the concept of shared services.

Observations by Henry Brickell on page 217 that computer technology may make available to the smallest school building the contents of every library in the world.

54

National Education Association, Department of Rural Education - Yearbooks:
(as listed)

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The following titles are provided here for ready reference. The titles are self-explanatory, and since most are no longer in print and available only through libraries, no attempt was made to annotate each.

1930 - Rural Education in the South
1931 - Special Problems in the Education of Rural Children
1932 - Agencies Contributing to Rural Education
1933 - Organization of the Curriculum for One-Teacher Schools
1934 - Economical Enrichment of the Small Secondary School Curriculum
1935 - The Preparation of Rural Teachers
1936 - Rural School Libraries
1937 - Adjustments in Rural Education
1938 - Newer Types of Instruction in Small Rural Schools
1939 - Community Resources in Rural Schools
1940 - A Policy for Rural Education in the United States
1941 - Child Development and the Tool Subjects in Rural Areas
1942 - Guidance in Rural Schools
1943 - Conservation Education in Rural Schools
1944 - Rural Schools and the War
1945 - Rural Schools for Tomorrow
1946 - Education of Teachers for Rural America
1947 - On-The-Job Education in Rural Communities
1948 - Physical Education in Small Schools
1949 - The Rural Supervisor at Work
1950 - The County Superintendent of Schools in the United States
1951- The Child in the Rural Environment
1952 - Guidance in a Rural Community
1953 - Pupil Transportation
1954 - The Community School and the Intermediate Unit
1955 - Rural Education - A Forward Look
1956 - Teaching in the Small Community
1958 - Vocational Education for Rural America
1960 - Improvement of Rural Life; Role of the Community School Throughout the World

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55

Office of Economic Opportunity, Rural Programs Branch. Rural Opportunities. Washington, D. C.: Office of Economic Opportunity. (Monthly)

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A periodical published by the War on Poverty program containing information relevant to rural education.

56

Sumption, Merle R. The Problem of the Small High School. Urbana, Illinois: Office of Field Services, College of Education, University of Illinois, 1958.

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This pamphlet directs attention to the curricular limitations and problems faced by the small, limited student body high school. Several specific approaches which the small school district may make toward securing the benefits of more adequate training for its youth are explored. Included among the possibilities discussed are (1) consolidation with one or more adjacent districts, (2) informal cooperative arrangements by two or more districts, (3) expansion of services rendered by intermediate districts, (4) the establishment of regional technical and vocational schools to supplement the offerings of the small high school, (5) the establishment of junior or community colleges jointly supported by a number of districts, and (6) reorganization of the graded structure, the most common form of which is the incorporation of grades seven and eight into the high school.

A concise summary of the content of this pamphlet was presented in the March, 1959, issue of the National Education Association Journal.

57

Wilcox, John. Annual Report 1965-66. Oneonta, New York: Catskill Area School Study Council, 1965-66.

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This pamphlet reports on a number of areas relating to the work of the Catskill Area Schools Study Council during the period 1965-1966. Included are the following: a list of the member school districts and their district superintendents, a list of the offices and executive committees composing the CASSC, a list of activities held at bimonthly meetings, a report of summer seminar and Saturday seminar programs along with their financial report, a report of the Catskill Area School Board Institute, some coordinating activities, and a copy of the CASSC'S constitution.

58

Burchinal, Lee G. and Others. "Career Choices of Rural Youth in a Changing Society," Minnesota University Agricultural Experiment Station Report Number 458 (November, 1962).

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This bulletin discusses factors which influence occupational choices of rural youth. It also compares (1) the career choices of rural and urban youth, (2) the occupational achievements of rural and urban youth, and (3) the factors which differentiate between farm-reared boys planning to farm and those planning nonfarm careers. Suggestions for programs to help rural youth in career selection are included.

59

Carleton, Linus J. "The Problems of the Small High School in the Northwest Association of Secondary and Higher Schools," The NASSP Bulletin 50:81-90 (February, 1966).

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Definition of "small school" in the region served by the Northwest Association is all "schools enrolling 150 or less students."

Since it is not feasible to consolidate many small schools due to geographical problems, improvement of existing programs may be brought about by "sharing of personnel and equipment among several small schools strategically situated geographically."

Example: "Three small schools in a Montana county have pooled resources to employ two top-flight musicians to staff a full-scale music program in the three schools...," "several cooperate to hire a full-time guidance counselor." "Other schools are experimenting with vocational courses on a joint-support basis."

60

Cawelti, Gordon, "Small Secondary Schools of the North Central Association," The NASSP Bulletin 50:81-90 (February, 1966).

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It is suggested, after a review of the practices and procedures of small schools in the past, that a study should be made of the facts relating to how well the three main objectives of the comprehensive high schools are being met.

Although there is no clear trend, many small schools may need to rely on expanded intermediate administrative units or other cooperative

enterprises for certain kinds of services in order to successfully meet the comprehensive high school.

61

Falany, Floyd, "Shared Service in Georgia," Georgia Education Journal (February, 1968).

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Describes the formation, the funding and the impetus for "four shared services projects" in Georgia. Describes the establishment of new "intermediate organizational units" to carry out the function of shared services.

Places emphasis on the "curriculum of the schools" as the basis for determining needs for services.

"It has become apparent that the nominal costs are far outweighed by the quality and quantity of services provided."

62

Guernsey, John, "Small School-Big Curriculum," American Education 3:11 (October, 1967)

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This article describes the approach used by Anatone High School in Washington State to meet some of the instructional problems encountered by the small isolated high school.

A series of self-study education kits was devised for Anatone with the help of Washington State University and the Northwest Regional Educational Laboratory. The kits consist of programed instruction booklets, slides, tapes, silent and sound movies. These kits allow courses in speech, drama, electronics, welding and plastics to be included in the Anatone curriculum.

63

Haller, Archibald O. and Others, "Rural Youth Need Help in Choosing Occupations," Bulletin of Agricultural Experiment Station, East Lansing, Michigan: Michigan State University, 1963.

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This bulletin outlines the factors which hinder rural youth in obtaining jobs, particularly when they must compete with urban youth for the jobs. Factors discussed include occupational aspirations, cultural influences, level of education, financial support available, intelligence

level, occupational choice, personality, self-concept, and social class. Also presented are possible improvements in rural education and vocational counseling.

64

Hanna, Lyle, "Special Services for Small School Systems," American School Board Journal 145:8 (July, 1962)

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Proposes employment of part-time "special services personnel from nearby state colleges and universities to alleviate pressure for increased services demanded by residents of small districts." (i.e., consultants in the field of curriculum, school administration, special services, teacher training, public relations, or any area.)

"The day is past when a district needs to reach a certain size before it can employ experts in the various fields. These services are now available for the smallest as well as the largest district."

65

Hill, Edwin K. and Phillip G. Bergstrom, "Big Ideas for Small Schools," Industrial Arts and Vocational Education 57:64 (April, 1968)

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This article describes a basic electricity course designed for a small high school in Anatone, Washington. Describes a "systems" approach to instruction.

66

McDowell, Leonard C. "The Area Vocational School Plan in Kentucky," The NASSP Bulletin 49:97-103 (May, 1965).

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Kentucky has thirteen area vocational schools and several of these area vocational schools provide extension centers (ten in operation-1965) for those who live too far from any school to take advantage of the opportunities provided.

Area vocational schools are located strategically throughout the state and receive state financing and are administered by local boards of education. "Buildings for an area vocational school extension center are provided by a local board of education. If one board cannot provide a sufficient school population, it cooperates with a nearby school district to justify the center. The area vocational school as the parent institution,

provides equipment, instruction, supervision, and administration. Transportation to and from the high school for the inschool students is provided by the local boards involved.

67

Munger, P. F. "Guidance for Rural Schools," Education 80:488-490 (April, 1960).

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This article discusses needs and plausible solutions for adequate guidance in the smaller schools. Some possible solutions: (1) several districts cooperate to hire a guidance counselor who would share his time, (2) the county system would hire one or more counselors, (3) mobile or stationary centers could be established in key areas of the state.

68

Whitcomb, Mildred "A Living Laboratory for Improving the Small High School," The Nation's Schools 63:53-58 (March, 1959)

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A discussion of the Catskill Area Project of New York State. "There, in three adjoining dairy counties, a visitor is free to explore a living laboratory which has been set up for a variety of experiments in improving the small high school."

"Techniques to date are six in number...(1) Multiple classes, (2) Shared services, (3) Technological communications, (4) School aides, (5) Flexible scheduling, and (6) Supervised correspondence study."

"...schools in the Catskill area are sharing---psychologists, nurses, dental hygienists, guidance counselors, physical education teachers, speech specialists, agricultural teachers, art teachers, music teachers, remedial reading teachers, industrial arts teachers, and visual aid personnel."

Other instances of sharing include the following: (1) buses, (2) districtwide adoption of textbooks to facilitate distribution and use of supplementary materials and adjustment of transfer students, (3) centralization of audiovisual materials, (4) maintenance of catalog of resource materials for teachers, (5) staggered opening of school to aid the counselor in working with pupil scheduling problems, (6) sharing of band music, and (7) sharing of audiometer.